



BLACKVILLE-HILDA HIGH

P.O. Box 245

Blackville, South Carolina

Grades	9-12 High School	
Enrollment	245 Students	
Principal	David Norman	803-284-5700
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Ms. Evelyn Coker	803-284-4515

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Average	Good
2009	At-Risk	At-Risk
2008	Below Average	Below Average
2007	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	15	8	8

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	67.6%	71.7%	80.0%	56.8%	61.7%	64.5%
Passed 1 subtest (%)	26.8%	18.9%	7.1%	20.9%	19.3%	19.4%
Passed no subtests (%)	5.6%	9.4%	12.9%	24.6%	21.3%	16.1%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	95.4%	83.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	70	70	146	152
Number of Graduates in Cohort	48	61	95	105
Rate	68.6%	87.1%	65.6%	69.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	70	N/A	157
Number of Graduates in Cohort	N/A	49	N/A	108
Rate	N/A	70.0%	N/A	68.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	74.1%	63.8%
English 1	38.1%	50.2%
Biology 1/Applied Biology 2	44.2%	48.0%
Physical Science	32.6%	42.8%
US History and the Constitution	31.1%	28.3%
All Tests	45.5%	45.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=245)				
Retention rate	0.4%	Down from 4.5%	4.6%	3.4%
Attendance rate	96.3%	Up from 95.3%	95.2%	95.0%
Served by gifted and talented program	8.1%	Down from 9.7%	6.4%	12.4%
With disabilities other than speech	8.6%	Down from 12.4%	12.2%	9.9%
Older than usual for grade	9.8%	Down from 14.6%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Down from 5.5%	1.1%	0.9%
Enrolled in AP/IB programs	8.9%	Up from 7.2%	5.5%	13.0%
Successful on AP/IB exams	N/A	N/A	16.8%	51.7%
Eligible for LIFE Scholarship	13.6%	Down from 35.3%	27.5%	30.1%
Annual dropout rate	2.0%	Up from 1.2%	2.2%	2.5%
Career/technology students in co-curricular organizations	6.9%	Up from 6.8%	4.1%	2.9%
Enrollment in career/technology courses	103	Down from 165	244	419
Students participating in work-based experiences	1.2%	Down from 12.4%	0.0%	7.2%
Career/technology students attaining technical skills	93.2%	Up from 90.3%	78.6%	83.0%
Career/technology completers placed	N/A	N/A	95.5%	98.4%
Teachers (n=22)				
Teachers with advanced degrees	72.7%	No Change	59.5%	61.1%
Continuing contract teachers	77.3%	Down from 90.9%	70.4%	80.6%
Teachers returning from previous year	86.3%	Down from 88.4%	81.0%	86.5%
Teacher attendance rate	91.8%	Down from 96.8%	95.6%	95.5%
Average teacher salary*	\$41,271	Down 2.2%	\$44,109	\$46,884
Professional development days/teacher	5.5 days	Down from 11.2 days	10.2 days	10.0 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.6 to 1	22.1 to 1	26.5 to 1
Prime instructional time	87.8%	Down from 90.6%	89.7%	89.3%
Dollars spent per pupil**	\$12,304	Up 3.9%	\$9,769	\$7,804
Percent of expenditures for teacher salaries**	42.6%	Up from 38.6%	56.8%	58.0%
Percent of expenditures for instruction**	50.3%	Up from 45.4%	59.2%	60.6%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.3%	97.1%	97.3%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	65	95.4%	268	45.5%	70	68.6%	No
Gender							
Male	37	91.9%	116	49.1%	37	62.2%	N/A
Female	28	100.0%	149	42.3%	33	75.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	50	66.0%	14	57.1%	N/A
African American	56	94.6%	209	40.7%	56	71.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	31	29.0%	16	50.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	55	94.5%	233	43.3%	60	66.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Blackville-Hilda High School is educating students who are competent, responsible individuals with the unlimited capacity to ascertain and meet the challenges of today's high-tech, data driven society. We are achieving this goal by teaching at higher levels through structured, relevant, and challenging academic experiences.

During the 2010-2011 school year Blackville-Hilda High was in its second year of the High Schools That Work initiative, and we continued the development of a rigorous academic and career/technical program of study while expanding the culture of high expectations for all students. Some of the ways we accomplished this included utilizing data to drive instruction, curriculum and assessment, restructuring the Enrichment period to focus on student's most critical areas of academic need, and the use of the leadership/focus teams to assist with the curriculum and instructional practices necessary to advance student growth.

The Freshman Academy was successfully implemented in 2009 and was sustained this past year to assist in the successful transition of students into high school for their first year. Initiatives like the STAR Academy and Palmetto Priority Schools were implemented this year to give students even more opportunities to be successful. Through these initiatives, additional materials, technology and support were provided to enhance and supplement instruction while increasing student exposure to content material.

Among the many accomplishments during 2010-2011 for Blackville-Hilda High School I am proud to list the following: Palmetto Silver Award, PPS non-continuation, 83+% first time passing on HSAP, more than \$1.3 million in scholarships for the Class of 2011, and a Gates Millenium Scholar. Although we are making great strides, BHHS continues to have challenges and opportunities in seemingly equal measure. However, the administration, staff, and students - with the aid of the district office, community and all other stakeholders - will take full advantage of every opportunity and exceed the challenges so that our students will seek "Excellence by Choice, not by Chance."

David K. Fuller, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	47	12
Percent satisfied with learning environment	72.2%	63.0%	83.3%
Percent satisfied with social and physical environment	94.4%	72.3%	66.7%
Percent satisfied with school-home relations	38.9%	85.1%	83.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	No
---------------------------------	----

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
---------------------------	-----

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	---------------	---------	--------------	------------	-------------------------------------	---------------------------------------	------------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	70	100.0	14.8	37.7	36.1	11.5	57.4	57.4	68.0	Yes	Yes
Male	29	100.0	18.5	37.0	40.7	3.7	51.9	51.9	63.1	N/A	N/A
Female	41	100.0	11.8	38.2	32.4	17.6	61.8	61.8	73.1	N/A	N/A
White	18	100.0	7.7	15.4	61.5	15.4	76.9	76.9	79.4	I/S	I/S
African American	50	100.0	16.7	43.8	29.2	10.4	52.1	52.1	51.7	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	60	100.0	15.1	41.5	30.2	13.2	54.7	54.7	54.7	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	70	100.0	19.7	49.2	24.6	6.6	49.2	49.2	62.3	No	Yes
Male	29	100.0	22.2	55.6	22.2	N/A	37.0	37.0	61.4	N/A	N/A
Female	41	100.0	17.6	44.1	26.5	11.8	58.8	58.8	63.2	N/A	N/A
White	18	100.0	7.7	30.8	61.5	N/A	76.9	76.9	75.3	I/S	I/S
African American	50	100.0	22.9	54.2	14.6	8.3	41.7	41.7	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	60	100.0	18.9	50.9	24.5	5.7	47.2	47.2	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	70	95.7	70.1	19.4	9.0	1.5	10.4	N/A	N/A	N/A	N/A
Male	29	96.6	75.0	21.4	3.6	N/A	N/A	N/A	N/A	N/A	N/A
Female	41	95.1	66.7	17.9	12.8	2.6	15.4	N/A	N/A	N/A	N/A
White	18	94.4	58.8	29.4	11.8	N/A	N/A	N/A	N/A	N/A	N/A
African American	50	98.0	73.5	16.3	8.2	2.0	10.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	60	95.0	75.4	14.0	8.8	1.8	10.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	53	100.0	18.4	55.1	14.3	12.2	36.7	36.7	65.9
	2011	70	100.0	14.8	37.7	36.1	11.5	57.4	57.4	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	53	100.0	18.4	53.1	20.4	8.2	44.9	44.9	62.3
	2011	70	100.0	19.7	49.2	24.6	6.6	49.2	49.2	62.3

* Adjusted to account for natural variation in performance.